

**ERROR ANALYSIS IN USING PRESENT PERFECT TENSE OF STUDENTS
AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMA N 1
KELUMBAYAN BARAT IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis

Submitted as a partial Fulfillment of the Requirements for S1-Degree

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RADEN INTAN LAMPUNG**

2019

ABSTRACT

ERROR ANALYSIS IN USING PRESENT PERFECT TENSE OF STUDENTS AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMA N 1 KELUMBAYAN BARAT IN THE ACADEMIC YEAR OF 2018/2019

By:
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This research aims to analyze the errors and to provide description of error analysis in using present perfect tense. Mastering grammar and present perfect tense are not easy to do for students who learning English because they face different conditions, moreover in Indonesia. For this reason, the objective of this research is to find out the error that students make in using present perfect tense based on surface strategy taxonomy and to find out the sources of error at the second semester of tenth grade at SMA N 1 Kelumbayan Barat.

This research used qualitative research or purposive sampling research in collecting and analyzing the data. The data gathered from the students then it was analyzed in order to draw a conclusion. The subject of the research was tenth grade MIA. This research used documentation as a tool to analyzed the error. The students made 10 present perfect sentences, then researcher took the data to analyze, percentage and classify the error based on surface strategy taxonomy. Afterwards, the researcher analyze the sources of error.

In conclusion, based on the result of the research, it was found the total of students' error were 214 items, there were 81 items or 37,9% of omission error, 33 items or 15,4% of addition error, 87 items or 40,7% of misinformation error and 13 items or 6% of misordering error. Those errors were indicating students' grammar ability and the application of grammar in using present perfect tense is still low. Based on the data, the researcher concluded the sources of students' error were interference errors, intralingual errors and developmental errors.

Keywords: error analysis, grammar, present perfect tense.



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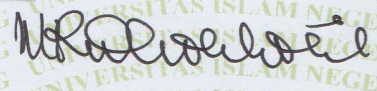
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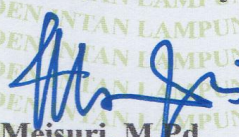
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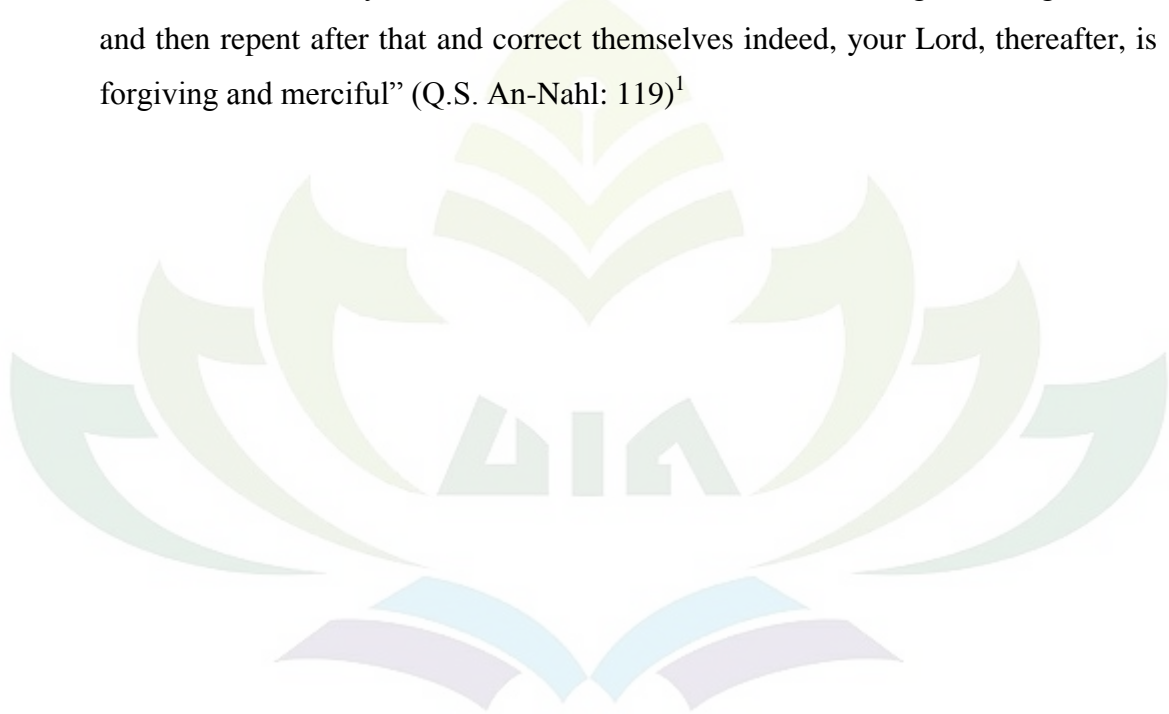
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MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ

رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

119. “Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves indeed, your Lord, thereafter, is forgiving and merciful” (Q.S. An-Nahl: 119)¹



¹ Mushaf Al Hilali, *Al Qur'an and the Translation* (4th ed) (Jakarta: Al-Fatih, 2013), p.281.

DECLARATION

I hereby declare this thesis entitled “Error analysis in using present perfect tense of students at the second semester of the tenth grade at SMA N 1 Kelumbayan Barat in the academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledgement in the next.

Bandar Lampung, 2019

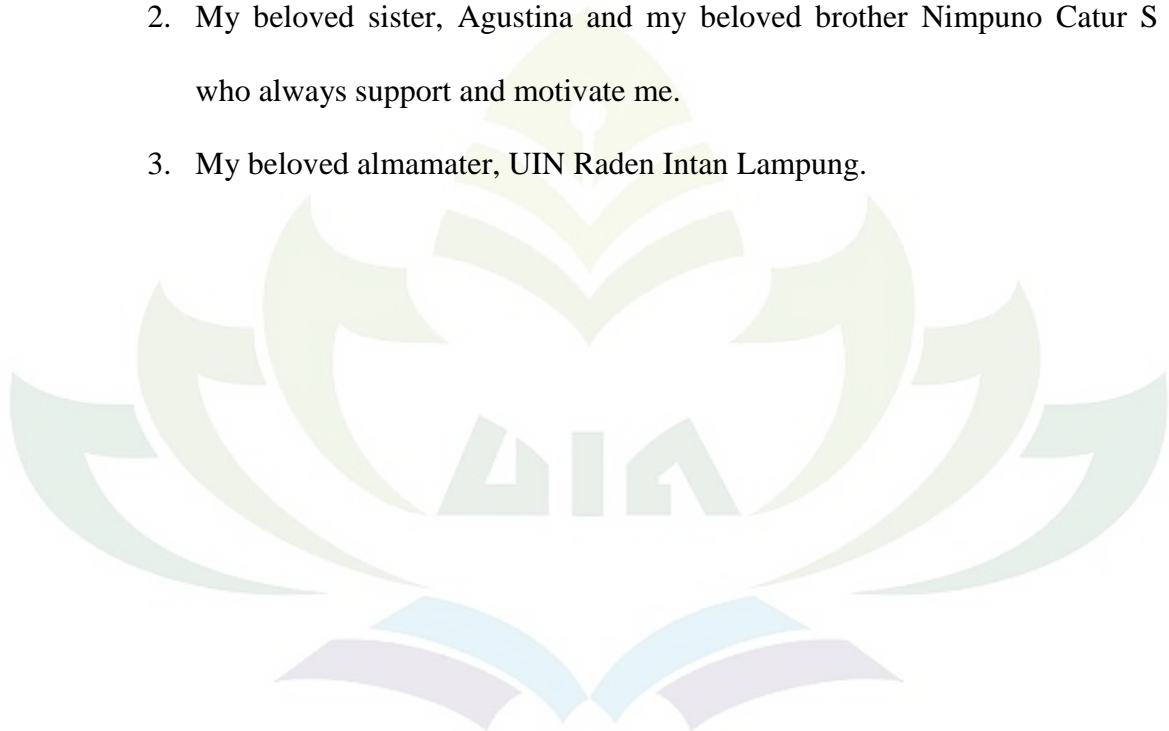
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DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr Tupon and Mrs. Muryati who always support and keep praying for my life and success, give me strength to finish this thesis.
2. My beloved sister, Agustina and my beloved brother Nimpuno Catur S who always support and motivate me.
3. My beloved almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Ambar Sari, she was born on August 13th 1998, in Sinar Jaya Wates, Kecamatan Way Ratai, Kabupaten Pesawaran. She is the last child of three siblings from Mr. Tupon and Mrs. Muryati. She has an older sister that is Agustina and an older brother that is Nimpuno Catur S.

The researcher started her study at SD Negeri 3 Wates in 2003 and finished in 2009. In the same year, she continued her study to SMP Negeri 1 Kelumbayan Barat and graduated in 2012. Afterwards, she studied in SMA Negeri 1 Kelumbayan Barat and graduated in 2015. In 2015, she continued her study in UIN Raden Intan Lampung as a student of English Educational Study Program of Tarbiyah and Teacher Training Faculty.

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Alhamdulillah, all praise to Allah almighty for this merciful and beneficent, for blessing me with his mercies and guidance to finish this thesis. The peace and salutation always be given to our prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “Error Analysis in Using Present Perfect Tense of Students at The Second Semester of the Tenth Grade at SMA N 1 Kelumbayan in the Academic Year of 2018/2019” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Tabiyan and Teacher Training Faculty of State Islamic University of Raden Intan Lampung. Therefore, the researcher would like to express his gratitude and appreciation, especially to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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8. All of my friends in Wisma Kirana 1 boarding house, Siti Aisyah Nuraini, Hani Saputri, Nurul Aini, Eka Maesaroh and Maya Dwi Aprilliana who always give support and motivation.

Finally, the researcher is fully aware that there are still have a lot of weakness in this thesis. For this, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, 2019

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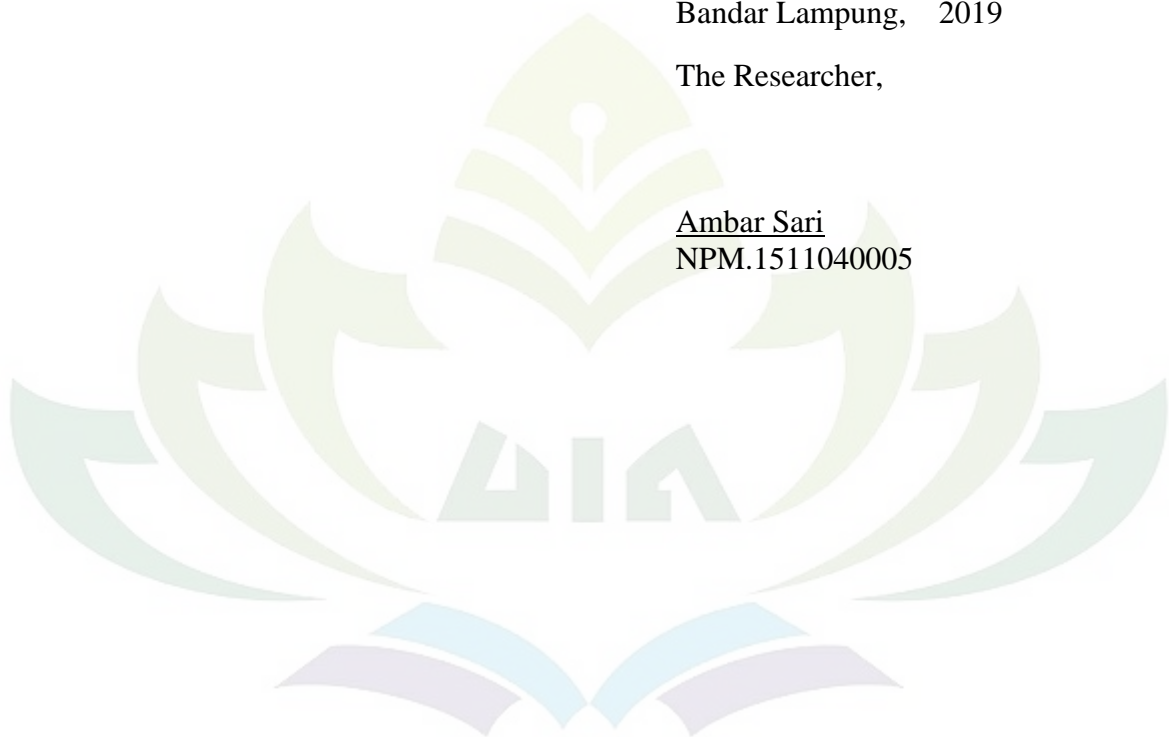


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CHAPTER I

INTRODUCTION

A. Background of the Problem

As a foreign language, English is not used in everyday life by Indonesian. It is only used by certain people such as groups or individual in certain fields and academicians. Broughton, et.al. in Iwan states that English as foreign language means that it is taught in school, often widely, but it does not play an essential role in national or social life. It means that English does not use in daily communication as a foreign language.¹

The using of English is becoming widespread, almost in every field.² Its real example can be seen in learning of English in the university. It was introduced almost in every department. This shows that the use of English is increasingly needed in many areas. Pronunciation, Vocabulary and Grammar are three language component in English.³

Students are expected to be able to master four language skills and language elements in learning English. There are four basic skills that should be mastered in the process of language learning. They are listening, speaking, reading, and writing. Besides the major skills, there are three elements of English, they are phonology, vocabulary and grammar. The students are supposed to be able to explore themselves in accessing many kinds of

¹ Iwan Kurniawan, Seprizanna, "An Analysis of Students' Ability In Using Subject-Verb Agreement" *Jurnal Tadris Bahasa Inggris*, (Vol 9, No 2, ISSN 2086-6003, 2016), p.2.

² Irta Fitriana, *Mastering English as a potential provision in develop entrepreneur*. Sastra and Language Faculty of UNIPDU Jombang, p.1.

³ Ur. Penny, *A Course in Language Teaching Practice and Theory* (Cambridge : Cambridge University Press, 1991), p.46.

information source in English by mastering those skills and elements of English.⁴

Grammar is the central component of language. Grammar is rules for forming words and making sentences. It is the central component of language, which consists of rules of grammatical structures.⁵ It means that all language skills are covered by grammar.

Knowledge of grammar is one area necessary for understanding another language's linguistic system. This includes the study of tenses, sentence structure and parts of speech accordingly. The problem was that students got confuse when they see many kinds of verbs formed and they associate them with time. They have the idea that verb tenses are always associated with a particular time.

Tenses are the form of verb that show the time.⁶ Tense is an essential part of English. It is used in all English sentences. The function of tenses are to show the event occur present, past or future, to show whether the event complete or incomplete condition, and to show whether the event has progress or disprogress.⁷ Based on the time and nature of the event tenses are become 16 tenses. They are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple

⁴ Iwan Kurniawan, Seprizanna, *An Analysis of Students' Ability In Using Subject-Verb Agreement*, p.2.

⁵ *Ibid*, p.3

⁶ Herpinus Simanjutak, *The English 52 weeks system 1st volume* (Jakarta: Kesaint Blanc, 2014), p.211.

⁷ Nina A.R, *16 Tenses* (Yogyakarta: Pustaka Widyatama, 2010), p.2.

future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.⁸

Furthermore, one of the tenses that is learnt by students is present perfect tense. A tense is said to be perfect when the action is over and complete. The present perfect tense shows an already recently completed action.⁹ It is not easy for students to be learnt, the problem often show up when they have to differ this tense with the other tenses. The students confused in construct verb 2 and verb 3 (past participle). There is some verbs of verb 2 and verb 3 that is same form of regular verb, usually add -ed in the end of the verb. In the fact, many verbs especially irregular verb that different form in verb 2 and verb 3.

The analysis concerned about the types of errors that the students were made by using the theory of error analysis. However, knowing the types of errors was not enough to provide remedial treatment and for better learning-teaching activities. It was important to analyze what mental processes actually happen in the mind of the students who commit errors. Mostly the teachers only view the final product of the students thinking and they may have a little direct access to students' thinking process. The product here was the error encountered by the students.

⁸ *Ibid*, p.4.

⁹ Da'u Buba, "Tense Maintenance: The Use of the Present Perfect Tense among Bauchi State Secondary School Students" *IOSR Journal of Humanities and Social Science(IOSR-JHSS)*(Vol 20, No 7, ISSN 2279-0845, 2015), p.11.

Based on the preliminary research conducted at SMA N 1 Kelumbayan Barat on October 8th 2018, the researcher got informations from the English teacher through interview. The researcher found that the students less interest in English. They had low motivation to learn English. They also got difficulties in arranging sentences. They often write the sentences by following Indonesian's structure. Structure form in English and Indonesian is different. In Indonesian, although the situation happen in the past or present, the form of the verb is still same, for instance "*saya minum teh kemarin*" and "*saya telah minum kopi*", the word "*minum*" does not change in different time. In English, the verb will change if it is used in different time. The first situation will use verb 2, drank, and in the second situation will use auxiliary have and verb 3, drunk.

According to Mr Adek Agustian, S.Pd as the English teacher, students made some grammatical errors in forming sentences, in tense particularly.¹⁰ Furthermore, mr Adek said that the students got difficulties in construct verb 3 in present perfect tense. In regular form, there are verbs have same form in verb 2 and verb 3, such as *walked*, *washed*, *borrowed*, etc. Unlike regular verb, the irregular verb has so many verbs that different form in verb 2 and verb 3, for instance, *ate eaten*, *sang sung*, *went gone*, etc. This rules made the students confuse to apply present perfect tense well.

Mr adek told that besides verbs, another problem came in using auxiliary verb in present perfect tense. They often used auxiliary have/has to subject

¹⁰ Adek Agustian, *teacher's interview*, Kelumbayan Barat, October 8 2018.

they should not do. For example, they put auxiliary *has* to subject *we*, *they* or *you*.

In nominal sentence, the students also often put inappropriate preposition. They chose preposition to context they do not. Such as, to state purpose, they used preposition *in* rather than preposition *to*.

The researcher gained the data taken from the interview with the English teacher. The data of students' present perfect tense score showed that many students got low score. The researcher divided three levels of score, they were the low score that was indicated less than 60, then the middle score that was indicated 60 until 70, the last was high score that was indicated higher than 70.

Table 1
Students' Present Perfect Tense Score of the Tenth Grade Mia SMA N 1 Kelumbayan Barat in the Academic Year of 2018/2019

No	Score	Class		Total	Percentage
		X Mia 1	X Mia 2		
1	Low	10	14	24	43,7%
2	Middle	13	8	21	38,2%
3	High	6	4	10	18,1%
Total		29	26	55	100%

(Source: Document of SMA N 1 Kelumbayan Barat)

Based on the table, from 2 classes of grade X Mia SMA N 1 Kelumbayan Barat that consists of 55 students, there only 10 students or 18,1% got high score, 21 students or 38,2% got middle score and 24 students or 43,7% got low score, that is indicated less than 60.

Based on the explanation above, the researcher assumed that grammar was the main problem, especially in present perfect tense. The students got difficulties in present perfect tense because they had not master it. Furthermore, the students got difficulties in learning present perfect tense especially in arrange sentences.

There were some previous researches about error analysis which have done before. First was Ismi Imani, with title: error analysis in using past perfect tense in students' writing at the first semester of the tenth grade of MAN 1 Lampung Utara in the academic year of 2018/2019. She found that from 260 items of errors, the highest error was misinformation error with 111 items or 42,69%.¹¹ This research had similarities with the researcher. They were, the analysis of an element of English, that was grammar. Then, she analyzed a tense, past perfect tense. The different part of this reaearch was the tense that was analyzed. This research analyzed present perfect tense.

The second was Bella Saputri, with title: an error analysis of students in using simple past tense in speaking at the first semster of twelfth grade of MA Al Hikmah Bandar Lampung in academic year of 2018/2019. She found that from 125 items total of error, the highest error was misinformation error with 67 items or 53,6%.¹² The second research was about simple past in speaking skill, especially in narrative. Saputri analyzed errors of past tense in speaking

¹¹ Ismi Imani, *Error analysis in using past perfect tense in students' writing at the first semester of the tenth grade of MAN 1 Lampung Utara in the academic year of 2018/2019*, (Thesis S1 degree UIN Raden Intan Lampung), 2018.

¹² Bella Saputri, *An error analysis of students in using simple past tense in speaking at the first semster of twelfth grade of MA Al Hikmah Bandar Lampung in academic year of 2018/2019*, (Thesis S1 degree UIN Raden Intan Lampung), 2018.

skill, it was different with this research that analyzed learners' errors in using present perfect tense.

Third, Winda Julianti with title: analyzing the students grammatical error in spoof text writing of the twelfth grade at the first semester of SMA N 1 Belalau Lampung Barat in academic year of 2017/2018. She found that misformation was the highest error did by students, with 51 items or 63,75%.¹³ The last previous research discussed about the grammatical errors in spoof text. Julianti did not analyze tense particularly, but she analyzed grammatical generally. It was clear that the difference was on the tense that have been analyzed, that was present perfect tense in students' sentences, not spesific kind of text.

Based on the background and previous researches above, the researcher interested to conduct a research to find out the errors that was made by students in using present perfect tense. Then, the researcher proposed a research entitled: Error Analysis in Using Present Perfect Tense of Students at the Second Semester of the Tenth Grade at SMA N 1 Kelumbayan Barat in the Academic Year of 2018/2019.

¹³ Winda Julianti, *Analyzing the students grammatical error in spoof text writing of the twelfth grade at the first semester of SMA N 1 Belalau Lampung Barat in academic year of 2017/2018*, (Thesis S1 degree UIN Raden Intan Lampung), 2017.

B. Identification of the Problem

Related to the title, the researcher identified problems as follows :

1. The students are confused to arrange sentence by using present perfect tense.
2. The students got difficulties in constructing verb 3 in present perfect tense.
3. The students are confused in using auxiliary verb in present perfect tense.
4. The students are confused in using preposition in arranging present perfect tense sentences.

C. The Limitation of the Problem

The researcher limited the problem only on the students' error in using present perfect tense at the tenth grade at SMA N 1 Kelumbayan Barat in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the limitation above, the researcher stated the problem as follows:

1. What are the types of errors that are comitted by the students in using present perfect tense based on surface strategy taxonomy?
2. How many percentages of errors that are comitted by the students in using present perfect tense based on surface strategy taxonomy?

3. What are the sources of errors that are made by students in using present perfect tense?

E. The Objectives of the Research

Based on the formulation of the problem above, the objective of the research are :

1. To find out the types of errors that are comitted by students in using present perfect tense based on surface strategy taxonomy.
2. To find out how many percentages of errors that are comitted by the students in using present perfect tense based on surface strategy taxonomy.
3. To identify the sources of errors that are made by students in using present perfect tense.

F. The Uses of the Research

The uses of the research as follows:

1. Theoretical Contribution

The finding of the research was expected to be useful for a reference for other researcher who wants to conduct a similar field of research in error analysis, in term of errors in using present perfect tense based on surface strategy taxonomy.

2. Practical Contribution

- a. Researcher

This research was designed by the researcher to be able to boost the researcher's ideas to investigate the students' problem. The researcher also can get some experiences, know types of error analysis, and know the students' error in using present perfect tense in writing.

b. Teachers

This research was designed to help the English teacher to find the common errors by the students in using present perfect tense. Therefore, the English teacher can improve the method or look for appropriate strategies to overcome the problems.

c. Students

This research was designed to show the kinds of common errors of students who are difficult in learn and practice writing in order to make them recognize the errors that students made. The awariness about the errors they made could be helpful for them to overcome their learning strategy and they will be interested to revise their errors when the teacher evaluate. Finally, they will not do the same errors.

G. Scope of the Research

1. The Subject of the Research

The Subject of this research was students grade X SMA N 1 Kelumbayan Barat.

2. Object of the Research

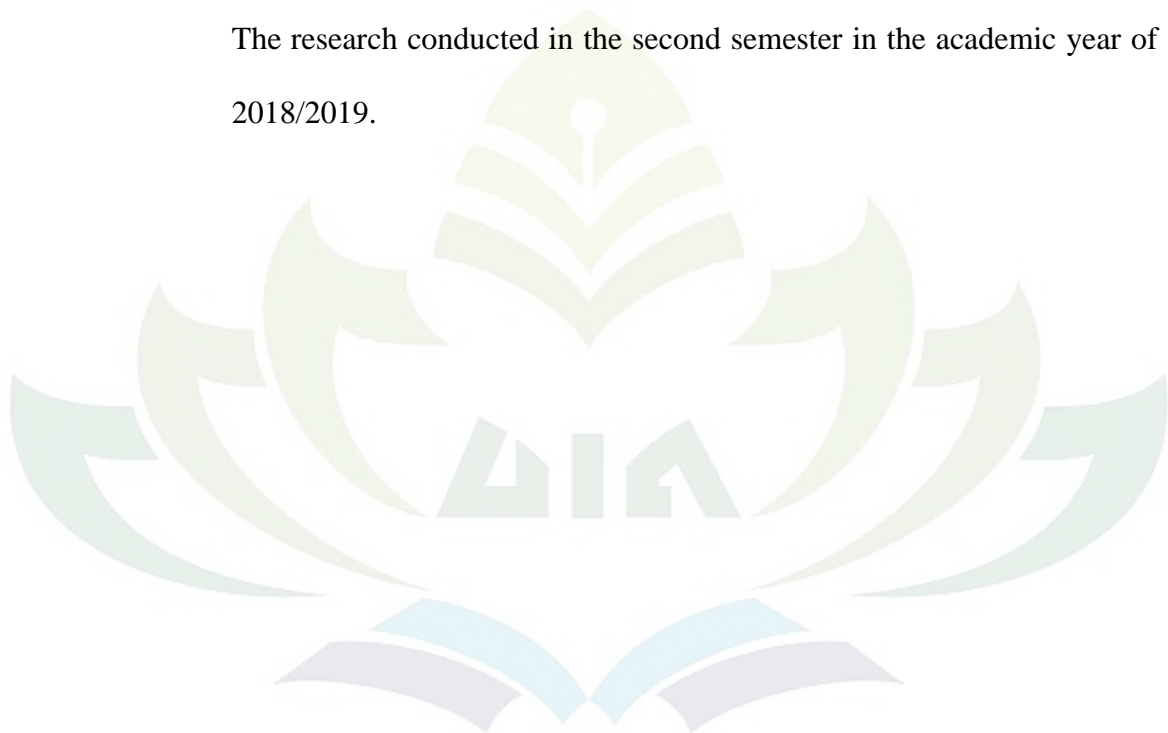
The object of the research was the students' errors in using present perfect tense.

3. Place of the Research

Place of the research was in SMA N 1 Kelumbayan Barat.

4. Time of the Research

The research conducted in the second semester in the academic year of 2018/2019.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Error Analysis

1. The Definition of Error Analysis

Learning foreign language is different from learning one's mother tongue. Therefore, learners in the teaching process often made error and it is not only inevitable but also a necessary part of the language learning process. As the learner of foreign language error can't be avoid ever the most intelligent, conscientious and motivated students do some error and sometimes the native speaker also. The error that is made by students indicated that they are in the process of learning.

There are some definitions of error analysis. One of them is as stated by James stated that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.¹ It seems that, the learners are not only made error in foreign language, but also in their mother tongue, because error is a process of learning.

The other expert, Corder states error analysis as part of the methodology of psycholinguistic investigation of language learning.²

Thus, error analysis is significant in developing students'

¹ Carl James, *Error in Language and Use* (New York: Longman,1998), p.1.

² S.p Corder, *Error Analysis and Inter Language* (New York: Oxford University Press 1981), p.45.

competence. Moreover, Brown wrote the fact that learners do make error, and these errors can be observed, analyzed, and classified to reveal something of the system operation within the learner's error, called error analysis.³

Based on the definitions previously, it can be concluded that error analysis is an investigation methodology in language learning for analyzing, observing, and classifying learner's error to give us indication in learning process.

2. Types of Error

There are three main types of error. They are lexical error, grammatical errors and phonological error. Betty Azar in her book understanding and using English grammar give guidance for correcting writing errors. In the book, the types of error are explained more details. The errors are classified as:

Singular-plural, word form, word choice, verb tense, add a word, omit the word, word order, spelling, punctuation, capitalization, article and meaning not clear, in complete sentence, and run-on sentence.⁴

³H. Douglas Brown, *Principle of language learning and teaching* (New York: Prentice Hall Inc 1987), p.206.

⁴Betty S. Azar, *Understanding and Using English Grammar* (New Jersey: Prentice hall, Inc 1989), p.29.

Michaelides in Ratnawati also draws the types of error.

According to him the types of error are:

a. Error of performance

Performance is what actually occurs in practice. Errors of performance are errors that occurs in speaker's performance. This types of error is the result of the mistake language use and manifest themselves as:

- 1). Repeat, for example; they asked me to keep to keep the bottle away.
- 2). Anticipation, for example; on Wednesday he always buys two loaves of bread.
- 3). A correlation and repeated, for example; they wanted they said they wanted to leave.⁵

These error are unsystematic and not very serious problem because the student themselves can correct. These errors are attributed to carelessness, lapse of memory, sick or emotion state.

b. Error of competence

Competence is knowing what is grammatically right. Errors of competence are the result of application rules by the learners of the language that do not (yet) correspond to the foreign language norm. These errors are persistent and

⁵ Ratnawati, *Error Analysis on Students Narrative Writing*, (Jakarta: UIN Syarif Hidayatullah 2004), p.8.

systematic and in consequence serious and their treatment calls for careful analysis to discover their causes.

3. Goals of Error Analysis

According to Dulay and his friends, there are two major purposes in studying learners' errors:

- a. Provides data from which inferences about the nature of the language learning process can be made
- b. Indicates to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.⁶

Ellis states that helping learners to learn a L2 by evaluating errors is the purpose of error analysis. It means that after the research found the error that students made, it is important to evaluate them and explain to learners so they will not do the same errors in another time. Then, they will understand and learn L2 better than before.

4. Steps for Error Analysis

In the language teaching, either a native language or a second language teaching, study about students' errors is very important. There were some steps in analyzing errors made by learners. Van Els,

⁶ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p.138.

et.al., in Nadiah article declares that there are some procedures in Error Analysis, namely:⁷

a. Identification of Errors

In this step, the teacher recognizes the learners' errors from the task given by the teacher.

b. Description of Errors

The second step is description of errors. It begins when an identification step has taken place. The description of learners' errors involves classification of kinds of errors made by learners.

c. Explanation of Errors

The third step is explanation of errors. It can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.

d. Evaluation of Errors

In this step, the teacher gives evaluation from the task that is done by the students. It depends on the task that the teacher will give to the students.

e. Preventing or Correcting Errors

Correcting errors is the last step. In this step, the teacher checks the errors and gives the correct one. It is done to make the students realize their errors in order to prevent the students make the same errors.

⁷ Nadiah Ma'mun, "The grammatical Errors on the Paragraph Writing" *Journal Vision*, (Vol.5, No.1, 2016), p.116.

Besides the steps that are explained by Van, there are 4 stages in error analysis that is stated by Ellis.⁸

a. Collection of a Sample of Learner Language

Researcher is different from each other in their choice of data collection methods. According to this stage, learners' errors are influenced by a group of important factors. Ellis in Al Kresheh journal asserts that these factors are significant in collecting a well defined sample of language learner so that clear statements can be made regarding what kinds of errors the learner produce and under what condition.⁹

b. Identification of Errors

Identifying foreign language or second language learners' errors is fundamental for determining the standard against which a particular item that is considered erroneous.¹⁰

c. Description of Errors

This stage of error analysis takes place after the identification step. Description of errors help in serving three major purposes. Initially, would be to instinctively expound all that is unstated, so as substantiate an individual's instinct. The second purpose can be as a prerequisite for counting learners' error. And the last purpose

⁸ Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 2003), p.48.

⁹ Mohammad Hamad Al-Khresheh, "A Review Study of Error Analysis Theory" *International Journal of Humanities and Social Science Research* (Vol 2. Lifescience Global, 2016), p.51.

¹⁰ *Ibid*, p.52.

is to create categories for errors which can help in the process of developing a comprehensive taxonomy of L2 errors.¹¹

d. Explanation of Errors

The ultimate objective of error analysis theory is explanation of errors. This stage is considered the most important for error analysis research.¹²

Based on the explanation above, it can be concluded that there same stages in the steps of error analysis. First is collecting the data, the second is identifying the data to find the errors that are made by learners. Third, the researcher describes error based on the error classifications and then explains the sources of error. The last step is counting the errors to gain the total of errors that are made by learners as evaluation. In this research, the researcher chose the steps of error analysis which is identified by Ellis to conduct the research.

B. Concept of Error and Mistake

Most of people misunderstanding about errors and mistakes; they think they are in the same meaning. So we need to distinguish errors and mistakes.

1. Concept of Error

The concept of error is stated by some experts, such James says that an error arises only when there is no attention to commit one.¹³ He

¹¹ *Ibid.*

¹² *Ibid*, p.53.

also draws the distinction between error and mistake, he says, the learner is inclined and able to correct a fault in his/her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is mistake. If, on the other hand, the learner is unable or in anyway disinclined to make the correction, we assume that the form the learner used was one it intended and that is an error.¹⁴

On the other hand, Corder in Ellis defines, an error takes place when the deviation arises as a result of lack of knowledge.¹⁵ It represents a lack of competence.¹⁶ Vilma in her article about correcting errors and mistakes argues that errors reflect gaps in students' knowledge. They occur because the student does not know what is correct.¹⁷

2. Concept of Mistake

Different with error, mistake has its definition that is stated by experts. Corder defines mistakes are the result of some failure of performance. It is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on alternative, non-standard rule that they find easier access.¹⁸

¹³ Carl James, *Error in Language and Use*, p.78.

¹⁴ *Ibid.*

¹⁵ Rod Ellis, *Second Language Acquisition*, p.51.

¹⁶ *Ibid.*

¹⁷ Tafani Vilma, *Correcting or not Errors and Mistakes* (Vol 2. LCPJ Publishing, 2009), p.49.

¹⁸ S. Pit Corder, *Error Analysis and Inter Language*, P.51.

Vilma in her journal argued that mistakes reflect occasional lapses in performance, confusion, slip of tongue, etc. They occur because in particular instance, the student is unable to perform what he or she knows.¹⁹ While Corder in Vilma stated that mistake is a problem not of knowing but of application.²⁰

Harmer in Vilma argued, consequently mistakes are problems of applying incorrectly whereas errors are problems of knowledge, they are the result of incorrect rule learning, learning has been stored in the brain incorrectly.²¹

Researcher adopts the definition of error as a noticeable deviation resulting from incomplete knowledge which reveals a portion of learners' competence in the target language. While a mistake refers to performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly.

C. Sources of Error

Errors occur for many reasons. One obvious cause is interference from the native language. One of strategies to prevent students from making the same error is by looking at the causes of error itself.

¹⁹ *Ibid.*

²⁰ *Ibid.*

²¹ *Ibid*, p.50.

An expert of error analysis, Brown distinguishes the causes of error into four causes. He labels; inter lingual transfer, intra lingual transfer, context of learning and communication strategies.²²

a. Inter-lingual Transfer

Inter lingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to inter lingual transfer from the native language, or interference. In these early stages, before the system of second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.²³

b. Intra-lingual Transfer

Intra lingual transfer (within learning a second language) is a major factor in second language learning. Early stages of language learning are characterized by a predominance of interference (Inter lingual transfer), but once learner have begun to acquire parts of the new system, more and more intra lingual transfer. Generalization within the target language is manifested. As learners progress in the second language, their previous experience.²⁴

c. Context of Learning

In a classroom context, the teacher or textbook can lead the learner to make faulty hypothesis about the language. Students often make errors because of misleading explanation of the teacher,

²²Douglas Brown, *Principle of Language Learning and Teaching*, p.223.

²³ *Ibid*, p.224.

²⁴ *Ibid*.

faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized.²⁵

d. Communication Strategies

Communication strategies were defined are related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can make themselves become a source of error.²⁶

The types of error that has been known can help us to find many sources of errors. Ellis explains the psycholinguistic sources of the nature of L2 learners' errors by classifying them as errors of performance and errors of competence.²⁷ Errors of competence can be caused by applying the rules of the target language wrongly whilst the error of performance are the result of committing mistakes repeatedly in language use.²⁸

The linguistic factors that might affect the process of English language learning such as mother tongue influence or the effect of target language are called intralingual and interlingual interference.²⁹

²⁵ *Ibid*, p.226.

²⁶ *Ibid*, p.227.

²⁷ Rod Ellis, *Second Language Acquisition*, p.57.

²⁸ Mohammad Al Khresheh, *A Review Study of Error Analysis Theory*, p.53.

²⁹ *Ibid*.

Richards classifies the sources of errors into three, they are interlingual errors, intralingual errors and developmental errors.³⁰

1. Interlingual Errors

Interlingual is errors that is caused by interference of the learners' mother tongue. Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learners' native language.³¹ Example : My sister sad.

To know if there is an interlingual error and existence of similarity, the sentence in L2 translated into Indonesian as the L1. The sentence in the example indicates an interlingual errors in adjectival phrases, the learner interfered with L1 structure so that they produce my sister sad rather than my sister is sad, because the translation in Indonesian shows similarity, *saudariku sedih* which interferes learner's English sentence.

2. Intralingual Errors

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. It can be detected based on their characteristics.

³⁰ Richards, Jack C "A Non-Constractive Approach to Error Analysis" *Tesol Convention San Fransisco* , ED 037. 721 (March, 1970), p.3.

³¹ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, p.171.

a. Overgeneralization

Overgeneralization is caused by the extension of the target language rules to areas where they do not apply.³² Ellis defines overgeneralization as those which arise when the learner creates a deviant structure on the basis of other structures in the target language.³³ It simply refers to the applying of a certain rule in language learning process to several situations when there are different rules which need to apply. For instance, *he will sings*. The learners know *he watches, he puts, he eats*, etc. But for using –s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix –s that is only used after the third singular person in simple present tense.

b. Ignorance of Rules Restrictions

Richards defines ignorance of rule restrictions is the inability to uphold the limits (borders) of present formations, specifically, administering rules to inappropriate situations.³⁴ For inhibition, having learnt the sentence structure '*she arrived at home yesterday*' which is absolutely correct, a learner may use this previously acquired grammatical rule in a new situation or she/he might apply it in a situation such as

³² Merlyn Simbolon, "An Analysis of Grammatical Errors on Speaking Activities", *Journal on English as Foreign Language*, Vol.5 No.2, p.76.

³³ Rod Ellis, *Second Language Acquisition*, p.59.

³⁴ Mohammed Al Kresheh, *A Review Study of Error Analysis Theory*, p.56.

'she has arrived at home yesterday', which is definitely wrong.³⁵ Misordering can be a good example of such errors which are caused by ignorance of rule restrictions.

c. Incomplete Application of Rules

This type of intralingual error occurs when a foreign language learner produces some structures, whose deviancy can represent a definite degree of development of the grammatical rules that can be acquired in order to make acceptable utterances.³⁶ In other words, incomplete application of rules can be also named as failure to achieve complete knowledge of the second language or foreign language. It occurs when a language learner finds that he/she can communicate successfully by using simple grammatical rules rather than more difficult ones.

Richards says that foreign language learners tend to apply some of the rules and continue to construct deviant forms in order to ease their learning.³⁷ Question formulation by foreign language or second language learners is a good example of these types of intralingual errors. For example, *'when you will come to the meeting?'* instead of *'when will you come to the meeting?'*. Richards confirms this fact by revealing that many foreign language learners face much

³⁵ *Ibid.*

³⁶ *Ibid.*

³⁷ *Ibid.*

difficulty in formulating questions. This type of intralingual interference of errors emphasise the systematic difficulty in particularly formulating wh-questions.³⁸

d. False Concepts Hypothesised

Intralingual errors can also result from the English foreign language learners' faulty comprehension of distinction in the target language. Al Tamimi in Kraesheh explains that this type of intralingual errors is sometimes as a result of poor of gradation of teaching items.³⁹ The learners might form hypotheses about some grammatical rules of target language. For instance, a target language learner might interpret using the forms '*was or did*' wrongly when she/he thinks that these forms are markers of the past tenses; therefore she/he produces utterances such as '*one day it was happened*' or '*she was finished the homework*'.⁴⁰

The errors that result from false concepts hypothesised can be attributed to "classroom presentation, especially when excessive attention is paid to points of differences at the expense of realistic English. Archiforms and double marking are also examples of errors that might be caused by '*faulty comprehension of rule distinction*'.⁴¹

³⁸ *Ibid.*

³⁹ *Ibid.*

⁴⁰ *Ibid.*

⁴¹ *Ibid.*

Based on the theories above, the researcher used Richards' theory in finding the sources of errors that were faced by students at the second semester of the tenth grade at SMA N 1 Kelumbayan Barat in the academic year of 2018/2019.

D. Classification of Error Analysis

There are types of error taxonomy given by linguists. Dulay, et al noted the descriptive classification of errors covered four main types of error. They are linguistic category, surface strategy, comparative analysis and communicative effect.⁴²

1. Linguistic Category

Error types based on linguistic category classify the error by combining the linguistic components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style) with particular linguistic constituent the error effects include the elements that comprise each language component.⁴³

2. Surface Strategy Taxonomy

In this type, the learners may omit necessary items or add unnecessary one, they may misform items or misorder them.⁴⁴

⁴² Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, p.146.

⁴³ *Ibid*, p.146.

⁴⁴ *Ibid*, p.150.

3. Comparative Taxonomy

Comparative taxonomy is the comparison between the structure of second language errors and certain other types of construction. It usually compares errors made by learners or children who learn the target language as their first language and sentence in the the students' native language.⁴⁵

4. Communicative Effect Taxonomy

This type focus on distinguishing between errors that seem to cause miscommunication and which are not.⁴⁶

E. Concept of Surface Strategy Taxonomy

Dulay et al stated that surface strategy taxonomy emphasizes the way surface structure changes. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.⁴⁷

Dulay et al classifies four types of students' error, they are omission, addition, misinformation and misordering.⁴⁸

1. Omission

These errors are categorized by omitting item that should be appeared in a well formed utterance.⁴⁹ Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

⁴⁵ *Ibid*, p.163.

⁴⁶ *Ibid*, p.189.

⁴⁷ *Ibid*, p.150.

⁴⁸ *Ibid*, p.154.

⁴⁹ *Ibid*, p.156.

Examples in the sentence.

- a. They gone to the library

This sentence is incorrect. In this sentence *have* is omitted after the subject. The correct sentence :

They have gone to the library.

- b. Indah has here since morning

This sentence is incorrect. In this sentence *been* is omitted. In the nominal sentence, *been* should be put after has/have. The correct sentence :

Indah has been here since morning.

- c. Mr Aziz taught math since 5 years ago

This sentence is incorrect because omit has after subject. The correct sentence :

Mr Aziz has taught math since 5 years ago.

2. Addition

This error is opposite of omission. These errors are categorized by the presence of an item which not must appear in a well formed utterance.⁵⁰ It is divided into three types, they are double marking, regularization and simple addition.

- a. Double marking

This addition is described as the failure delete certain items which are required some linguistic constructions but not in other. In a

⁵⁰ *Ibid.*

sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense.⁵¹ Example :

1). Diana has been slept on my bed for 2 hours

This sentence is incorrect. The word *been* should be omitted from the sentence. The correct sentence :

Diana has slept for 2 hours

2). Joni has puts the magazine on the table

This sentence is incorrect. The word put should be without -s.

The correct sentence :

Joni has put the magazine on the table

b. Regularization

A rule typically added to linguistic item is erroneously added to exceptional of the given class that do not take a marker.

It involves overlooking exceptions and spreading rules to domains where they do not apply.⁵²

Example :

1). Celine has singing for an hour

The sentence is incorrect. the word *singing* should be changed to *sung*. The correct sentence :

Celine has sung for an hour.

2). Mr Joan has lighted the lamp

⁵¹ *Ibid.*

⁵² *Ibid*, p.157.

The sentence is incorrect. the word *lighted* should be changed to *lit*, because past participle of light is lit.

c. Simple addition

If addition error is not a double marking or regularization it is called simple addition. It is used in items which should not appear in well form utterance.⁵³Example :

The big mango has brought from the market

The sentence is incorrect. A word *the* should be *a* because the word *mango* is one.

3. Misformation

These errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learner supplies something, although it is incorrect.⁵⁴

There are three types of misformation, they are regularization, archi form and alternating form.⁵⁵

a. Regularization

Those in which a regular marker is used in place of an irregular, this is category of regulation that is stated by Dulay et al. Learners also commonly make regularization errors in the comprehension of grammar.⁵⁶

⁵³ *Ibid*, p.158.

⁵⁴ *Ibid*.

⁵⁵ *Ibid*, p160.

⁵⁶ *Ibid*.

Example :

Riska has met with some mans for an hour.

The word *mans* should be changed to *men*. Because plural word of *man* is *men*. The correct sentence :

Riska has met with some men for an hour.

b. Archi-forms

The selection of one member of class of forms to represent others in the class is a common characteriatic of all stages of second language acquisition.⁵⁷

Example :

The students have taken that books

The word *that* should be changed to *those*, because books are the plural form. The correct sentence :

The students has taken those books.

c. Alternating forms

Dulay at all state that as learner's vocabulary and grammar grow, the use of archi forms often gives way to the appereantly fairly free alternation of various members of a class with each other.⁵⁸

Example :

Bianca and Vista have seen they video.

The word *they* should be changed by *their*.

⁵⁷ *Ibid.*

⁵⁸ *Ibid*, p.161.

4. Misordering

It is characterized by the incorrect placement of a morphology or group of morphemes in an utterance.⁵⁹ Dulay also says that students have made written misordering errors that are word-for-word translations of native language surface structures.⁶⁰

Example of Misordering :

- a. We have at library been for 3 hours

This sentence is incorrect. A word *been* should put after have.

The correct sentence :

We have been at the library for 3 hours.

- b. She has gotten job new

This sentence is incorrect. The word *new* should put before word job.

The correct sentence :

She has gotten new job.

F. Concept of Grammar

The students often get problems in learning English that is influenced by their mother tongue or their first language. The problems such as grammar, spelling, vocabulary, and so on, especially in forming and arranging words into correct forms to sentences. The forming and arranging words into correct sentence are related with grammar.

⁵⁹ *Ibid*, p.162.

⁶⁰ *Ibid*.

Wignell in Siswoyo's journal stated that grammar is a theory of language, of how language put together and how it works.⁶¹ Besides that, in Siswoyo, Brown argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to be learnt for the Indonesian students.⁶²

The other definition of grammar is stated by Greenbourn in Kurniawan and Seprizanna journal, he states that the central component in language is grammar.⁶³ It is the central component because, it consists of rules of grammatical structure. Furthermore, in Kurniawan and Seprizanna journal, Corder argues that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading and writing.⁶⁴

Based on the definitions that are stated by experts, the researcher concludes that grammar is the rules of grammatical structure that covers all language skills.

G. Concept of Tense

1. Definition of Tense

Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment of speaking. There are many definitions of tense. One of them is as stated by Leech and

⁶¹ Siswoyo, "Students Error in Using Simple Present Mastery" *Jurnal Tadris Bahasa Inggris*, (Vol 9, ISSN 2086-6003, 2016), p.3.

⁶² *Ibid.* p.3.

⁶³ Iwan Kurniawan, Seprizanna, "An Analysis of Students' Ability In Using Subject-Verb Agreement" *Jurnal Tadris Bahasa Inggris* (Vol 9, No 2, ISSN 2086-6003, 2016), p.2.

⁶⁴ *Ibid.* p.3.

Svartvik, they stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future).⁶⁵

In *Oxford Dictionary of English Grammar*, tense is defined as a form taken by a verb to indicate the time at which the action or state is viewed as accruing.⁶⁶ According to Nina, tense is the form of a verb that shows us when the action or state happens (present, past or future).⁶⁷ Tense refers to the indication of time by the form of the verb or verb phrase, whether an action is a present, past or future one.

Based on the definitions above, the researcher concludes that tense is a verb-form that indicates the time at which a state happens or the action.

2. Types of Tense

Tense is used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the verb of the third person singular is added **-s**. Regular verbs are added **-ed** or **-d** to show the past tense, while irregular verbs change in many different ways, or not at all in some cases.

⁶⁵ Geoffrey Leech and Jan Svartvik, *A Communicative Grammar of English* (London: Pearson Education Limited, 2002), p.415.

⁶⁶ Silvia Chalker and Admund Weiner, *The Oxford of English Grammar* (NY: OUP, 1998), p.395.

⁶⁷ Nina A.R, *16 Tense* (Yogyakarta: Pustaka Widyatama, 2010), p.1.

Furthermore, Azar stated in more detailed overview the English verb tenses as the simple tense, the progressive tenses, the perfect tenses and the perfect progressive tenses.⁶⁸

Based on the time and nature of the event tenses are become 16 tenses. They are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.⁶⁹

Table 2
Tenses and examples

TENSE	EXAMPLE
Simple Present	The sun rises from the east
Present continuous	She is watching Cinema
Present Perfect	He has sung the song
Present Perfect Continuous	He has been going to school
Simple Past	They went to market
Past continuous	She was eating meatball
Past Perfect	They had gone to school
Past Perfect Continuous	They had been going to school
Simple Future	They will be at home
Future Continuous	They will be being at home
Future Perfect	They will have been at home

⁶⁸ Betty Schramper Azar, *Understanding and Using English Grammar*, p.2-7.

⁶⁹ Nina A.R, *16 Tenses*, p.4.

Future Perfect Continuous	They will have been being at home
Past Future	He would go to school
Past Future Continuous	He would be going to school
Past Future Perfect Tense	They would have gone to school
Past Future Perfect Continuous	They would have been going to school

The perfect tenses are formed by adding *have, has, or had* to the past participle (the form of the verb that ends, usually, in *-ed*). The progressive tenses are formed by adding *am, is, are, was, or were* to the present participle (the form of the verb that ends in *-ing*). The perfect progressive tense are formed by adding *have been, has been, or had been* to the present participle.

H. Concept of Present Perfect Tense

1. Definition of Present Perfect Tense

The present perfect tense is one of the more difficult English tenses to use well or even correctly. However, it is not as difficult as it is often used, and many of the problems students have with it is the result of the inadequate explanations usually given in material books.

Frank in her book *Modern English* noted that present perfect tense express indefinite time that begins in the past and extends to the

present.⁷⁰ In Nina's book, present perfect tense define as the event that happened in the past and still there is relation with present but the time of the event is not clear.⁷¹

In linguistics, the perfect tense is the past tense used to describe completed (thus "perfect") actions in the past. According to Azar stated that the present perfect expresses the idea that something happened (or never happened) before now at an unspecified time in the past.⁷² The exact time it happened is not important. It also, expresses the repetition of an activity before now. It also when used for and since, expresses a situation that began in the past and continuous to the present.

The present perfect tense is used to talk about a past time, which has very strong meaning for the present.

Table 3
Present Perfect Simple Timeline

Tense	Use	Example
Present Perfect Tense	Used to show unfinished time	I have studied english twice this week

For example:

Q) Where's Jane?

A) She *has gone out*. She should be back in an hour.

⁷⁰ Marcella Frank, *Modern English: a Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p.78.

⁷¹ Nina A.R, *16 Tenses*, p.27.

⁷² Betty Schramper Azar, *Understanding and Using English Grammar*, p.4.

The present perfect tense expresses an action that began in the past and has recently been completed or is continuing in the present (the word *perfect* in its name refers to the idea of completion of being now finished rather than to perfection in the sense of "no flaws"). For example "I have finished". In this example "have" is the auxiliary verb, whereas the past participle "finished" is the main verb. Another example:

The boy took an English test. (Emphasis is on the fact that the boy took an English test.) *The boy has taken an English test.* (Emphasis is on the present state of the boy, resulting from the fact that he saw the car.)

Actually, the present perfect tense and simple past tense are used for past actions or states, but the present perfect describes the present state of the subject as a result of a past action or state (i.e., the subject is being talked about in the present), whereas the simple past describes solely a past action or state of the subject (i.e., the subject is being talked about in the past).

From the definitions above the researcher concludes that the present perfect tense is used to express a situation began in the past and continued to the present or it designates action which began in the past but which continues into the present or the effect of which still continues.

2. The Form of Present Perfect Tense

The present perfect tense is a rather important to learn for students because the students have to know the difference between the regular and irregular verbs. Some of the students have confused in using of the present perfect tense.

Structurally the term perfect signifies that a form of *have* accompanies a verb as an auxiliary.⁷³ The simple present perfect is formed with the auxiliary verb have/has in the corresponding form for the subject of the sentence, followed by the participle of the main verb. Murphy stated that present perfect tense is formed with have/has + the past participle.⁷⁴

Basically, the present perfect tense is formed by using the auxiliary verb of have/has and the past participle from of the main verb (have/has+ past participle (the form of regular and irregular verb) and it is commonly accompanied by definite time words such as *since* and *for*.

a. Affirmatives

1) To make an affirmative statement of **the verb other than**

be, it is used design of the following formula:

S + have/has + Past Participle + ...

Examples:

⁷³ Marcella Frank, *Modern English: a Practical Reference Guide*, p.77.

⁷⁴ Raymond Murphy, *English Grammar in Use* (Cambridge: Cambridge University Press 2nd ed, 1994), p.14.

Subject	Have/has	Past Participle	
I	Have	finished	my homework
You	have	seen	the movie
Selly	Has	studied	English
Fahri	Has	played	Football

2) To make an affirmative statement of **the verb be**, it is used the design of the following formula

S + have/has + been + ...

Examples:

Subject	Have/has	Been		
I	Have	been	here	Since morning
They	have	been	in Japan	Since 1997
Mr Jimmy	Has	been	in Moscow	
Alisha	Has	been	married	Twice

The basic form of the present perfect tense: S+have/has + past participle. The auxiliary of have is used when I, you, we, they, or a plural noun (e.g., students) as subject. The auxiliary of has is used when she, he, it, or a singular noun (e.g. Daniel) as subject. With pronouns, have is contracted to apostrophe + ve and has to apostrophe+s, (e.g. He's worked as teacher and they've played football).

b. Negative

- 1) To make a negative statement of *the verb other than be*, it is used the design of the following formula:

S + have/has + not + past participle ...

Examples:

Subject	Have/has	Not	Past Participle	
I	have	Not	seen	the film
You	have	Not	gone	to Palembang
The girls	have	Not	played	the dolls
Sasha	Has	Not	studied	Math
It	Has	Not	broken	

- 2) To make a negative statement of *the verb be*, it is used design the following formula:

S + have/has + not +been + ...

Examples :

Subject	Have/Has	Not	Been		
We	Have	Not	been		
You	Have	Not	been	In the bookstoore	
I	Have	Not	been	Here	for a month
Mita	Has	Not	been		
Dimas	Has	Not	been	in the office	since morning

c. Interrogative

1) To make an interrogative statements of the verb other than be,

it is used the design of the following is the formula:

Have/has + S + Past participle ...?

Example :

Have/has	Subject	Past Participle	
Has	He	studied	Math?
Has	Sylvi	gone	to school?
Have	You	finished	Your study?
Have	They	collected	The assignment?

2) To make an interrogative affirmative statement of **verb be**, it is

used the design of the following is formula:

Have/has + S + been + ...?

Example :

Have/has	Subject	Been		
Have	You	Been	at hospital	Since 10 am?
Have	the children	Been	Here	for three days?
Has	Lita	Been	At school	Since morning?

- 3) To make an interrogative negative statement **of verb other than be**, the following formula is used:

Haven't/hasn't + S + past participle + ...?

Example :

Haven't/hasn't	Subject	Past Participle	
Hasn't	Aunt	visited	Father's house?
Hasn't	Mr Aziz	taught	Math since 1 pm?
Haven't	They	played	The card?

- 4) To make an interrogative negative statement of **verb be**, the auxiliary the negative haven't/hasn't is put before the subject.

The formula is:

Haven't/hasn't + S + been + ...?

Example :

Haven't/hasn't	Subject	Been		
Haven't	The teachers	been	at school	since morning?
Haven't	We	been	in the museum	for an hour?
Hasn't	He	been	to Korea	this holidays?
Hasn't	Alvino	been	at home	since 1 pm?

Present perfect tense can be used to say that an action happened at an unspecified time before now, the exact time is not important. It

cannot be used with specific time expression such as: yesterday, last week, a three years ago; in the other hand, it can be used with unspecific expressions such as: never, ever, once, many times, several times, before, so far, already, yet, etc.

Therefore, from the description above the researcher can conclude, the present perfect tense is result that can still felt after the something have done, for example: I have already eaten, and the result is that's why I don't feel hungry anymore.

3. The Usage of Present Perfect Tense

Present perfect tenses is used when an action or situation in the present is linked to a moment in the past. It is often used to show things that have happened up to now but are not finished yet or to emphasize that something happened but is not true anymore.

The adverb of time is often used with *since* and *for* to say how to long the action has lasted and it is used to talk about action that has the result in the present, the adverb of time often used is *just*, *already* and *yet*.

Perfect tenses are never used something happened such as *yesterday*, *last year* etc. But can be used when discussing the duration of something i.e. *often*, *for*, *always*, *since* etc. The most important thing to remember about the present perfect is that it can never be used with adverbs which describe finished time periods, such as

yesterday, five minutes ago, and at three o'clock. If a time adverb is used with the present perfect, it should describe a time period which is unfinished. As an example including *today* and *this week*. They are:

I've been to the shops twice already today

I went to the shops before Toy arrived.

Frank noted the kinds of past to present time that are possible :⁷⁵

1. Actual past to present time

An actual event starts in the past and continuous up to the present.

Example :

He has worked in the same company for ten years.⁷⁶

2. Psychological past to present time

The time exists only in the mind of speaker. It is the time of the statements itself, not the time of an actual event, the extends up to the present.

Example :

This author has often praised by the critics.⁷⁷

The actual time represented by the present perfect usually involves duration of a single act that ends with the moment of speaking or shortly before it. The psychological time connoted by the present perfect tense often involves possible repetition within the past to the present period.⁷⁸

⁷⁵ Marcella Frank, *Modern English: a Practical Reference Guide*, p.78.

⁷⁶ *Ibid.*

⁷⁷ *Ibid.*

⁷⁸ *Ibid.*

Here is the time expression in present perfect tense :

- a. The present perfect tense is often used with indefinite time expressions which mean at any time up to now or by now.
Example are: *ever, never, yet, already, before.*

In negative sentences, when we say that things have not happened, since and for are often used. e.g. ***I haven't seen** a film **for weeks**, **she hasn't** written to me **since** September*

- b. Definite' time expressions (like *today, this week, this morning*) are not often used with the present perfect when we talk about finished event. The present perfect is not used when we are thinking about a particular finished point of time.

From the discussion above it can be known that present perfect tense is focused on the action that happened in the past but related to the present moment. It is used commonly to show that the action has just been completed, or at least the effect of the action is still felt at the moment of speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used qualitative research. The qualitative research method is a research method that based on postpositivisme ideology, it is used to research the nature of object when the researcher is as the key instrument.¹ Bogdan and Taylor in Setiyadi stated that qualitative research is the research that produce descriptive data in form of write words or oral, from the subject and its behavior that can be observed. Therefore, the goal is an individual understanding.²

In qualitative research, the data collected in the form of descriptive data, for example personal documents, the action of respondents, field notes and documents.³ By the qualitative research, the researcher collected the data from students' test in using present perfect tense then analyzed, classified and described the grammatical error based on Surface Strategy Taxonomy. The students' test was as a documentation.

The researcher observed the errors were made by the students, then identified the errors and classified the errors based on surface strategy taxonomy.

¹ Sugiyono, *The Education Research Methods* (Bandung: Alfabeta, 2018), p.15.

² Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*. (Yogyakarta: Graha Ilmu, 2006), p.219.

³ Sugiyono *The Education Research Methods*, p.15.

B. Subject of the Research

In this research, the subject was the students of the tenth grade mia at the second semester of SMA N 1 Kelumbayan Barat in the academic year of 2018/2019. There were 2 classes there, each class consisted of 26 and 29 students and the total students of the tenth grade mia SMA N 1 Kelumbayan Barat was 55 students.

C. Sampling Technique

The researcher used the purposive sampling technique to determine the class to be analyzed. Sugiyono says that the purposive sampling technique is a technique that is determination the sample with specific consideration.⁴ The researcher took one class as a sample of the research. It was appropriate with purposive sampling that explain sampling based on spesific purpose.

The sample of the research took from the subject of the research. Sample is part of population.⁵ In this research the researcher chose the class that got the lowest score of present perfect tense and difficult in understanding present perfect tense that was analyzed, that was X Mia 2.

⁴*Ibid*, p.124.

⁵*Ibid*, p.215.

D. Data Collecting Technique

Sugiyono argues that data collecting technique is the main step in the research.⁶ The researcher used documentation and interview in this research. There was no scoring in a test because the test was part of research process. The researcher analyzed the students' sentences. Here, the researcher used students' test as documentation that was analyzed. The researcher collected the data by using documentation as follows:

1. The researcher asked the students to make 10 present perfect tense sentences. The sentences that the students made was about their events in their experiences.
2. Collected the students' test as documentation.
3. Then, the researcher analyzed the students' errors in using present perfect tense based on surface strategy taxonomy.
4. The last did interview to know the sources of students' errors.

E. Research Instrument

In qualitative research, the main instrument is researcherself.⁷ In this research, the researcher used documentation and interview to collect the data. As stated by Arikunto, documentation derived from the word document means written subject.⁸ In this research, the researcher used students' test as documentation was analyzed. Esterberg in Sugiyono defines interview is a meeting of two people to exchange information and

⁶*Ibid*, p.224.

⁷*Ibid*, p. 222.

⁸ Suhaimi Arikunto, *Research Procedure* (Jakarta: PT Renika Cipta, 2006), p.231.

idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.⁹ The interview was used to know the sources of errors based on Richards' theory.

F. Credibility and Transferability of the Research

The criteria for evaluating qualitative research focused on how well the researcher provides evidence and how well the researcher describes and analyzed the evidence that he/she got.¹⁰ Transferability refers to how well the study will be at work in their own communities with similar process also how well the readers in the research site.¹¹ Credibility refers to whether the participants' perceptions of setting or events match up with the researcher report. There are some strategies that can be used to improve the credibility and transferability in qualitative research:

1. Prolonged and meaningful participation in setting

The researcher spent enough time in the setting and take part in meaningful interactions with the participants.

2. Triangulation of multiple data sources

A second aspect of credibility involves checking on whether the researcher's interpretation of the process and interactions of the setting is valid. The researcher collected multiple sources of data to ensure that they have some broad representation of places and person's

⁹ Sugiyono, *The Education Research Methods*, p.231.

¹⁰ Marguerite G. Lodico, Dean T.Spaulding, Katherine H. Voegtle, *Method in Educational Research*, (San Fransisco: Jersey Bass, 2010), p.273.

¹¹ *Ibid.* p.275.

studied. The informations are provided by different sources should be compared through triangulation to collaborate the researcher's conclusion.

3. Negative case analysis

When negative instances are identified, the researcher revises the hypothesis or provides an explanation of why case does not fit.

4. Participant review of interview transcripts

All participants did not share the same perspectives, so transcribed interviews of summaries of the researcher's conclusions are sent to participants for reviewing.

5. Member checks

The researcher can use member checks for transcribed interview.

6. Peer debriefer

A colleague who examines the field notes and meets with the researcher on a regular basis, asking questions to help him or her reexamine assumptions and consider alternative ways of looking the data.

7. Attention to voice

Researcher taking an emancipatory-liberatory framework.

8. External audit

In an external audit, an independent researcher examines all of the data collected in study with the following questions:

- a. Are the findings grounded in data? Is there a clear connection between each finding and some parts of data?
- b. Are the themes appropriate to the data? Are all interpretations and conclusions supported by the data?¹²

Based on the explanation above, the researcher used peer debriefer.

G. Research Procedure

The procedure of the research that was used as follows:

1. Asking permission to the headmaster of SMA N 1 Kelumbayan Barat.
2. Determining the subject of the research. The subject of the research was the tenth grade mia students of SMA N 1 kelumbayan Barat in the Academic Year of 2018/2019.
3. Determining the focus of the research, that was students' error in using present perfect tense.
4. Documenting the data. Arikunto says that documentation is conducting documentation method, the researcher investigates the written material such as book, magazine, documents, regulations, note of meeting, diary, etc.¹³ The researcher used students' test as documentation. The researcher asked the students to make 10 present perfect tense sentences.
5. Analysing the data. The researcher collected all the data which had documented. Then, the researcher analyzed the students' error in using

¹² *Ibid.* p.273-274.

¹³ Suhaimi Arikunto, *Research Procedure* (Jakarta: PT Rhineka Cipta, 2006), p.23.

present perfect tense by identified, classified and calculated the percentage of the data.

6. Doing interview with the students. The researcher did interview with the students to know further the sources of errors that they were made.
7. Making the research report. The researcher concluded and reported the data that had been analysed.

H. Data Analysis

Data analysis is the important step of every research. According to Miles and Huberman analysis can be define as consisting as three current flows of activity that is data reduction, data display and conclusion drawing/verification. In this research, the researcher used Miles and Huberman's theory in analyzing the data. There are three steps to do, they are:¹⁴

1. Data Reduction

Data reduction beome the first steps to do in analyzing the data in this research. According to Miles, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in body or written up, fieldnotes, interview's transcripts, documents and other empirical materials.¹⁵

In this research, the data was the students' document in making present perfect tense sentences and transcript of interview. In this step researcher checked the students' work then analyzed what types of errors

¹⁴ Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis 3rd Edition* (Thousand Oaks: Sage Publication, 2014), p.31-32.

¹⁵ *Ibid.*

that were made by students, after that the researcher identified the students' work by marking their errors. After identified, the researcher classified the types of error based on surface strategy taxonomy. The document and transcript of interview also was used to analyze the sources of error. The researcher percentaged the types and sources of error using formula:

$$P = \frac{F}{N} \times 100 \%$$

F = frequency

P = percentage

N = number of sample which is observed.¹⁶

2. Data Display

The second step was data display. Miles states, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. A display can be extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.¹⁷

In this step, the researcher showed or displayed the data which contained types of error made by students based on Dulay's theory and sources of error based on Richards' theory. The researcher displayed the data through table with checklist option and description.

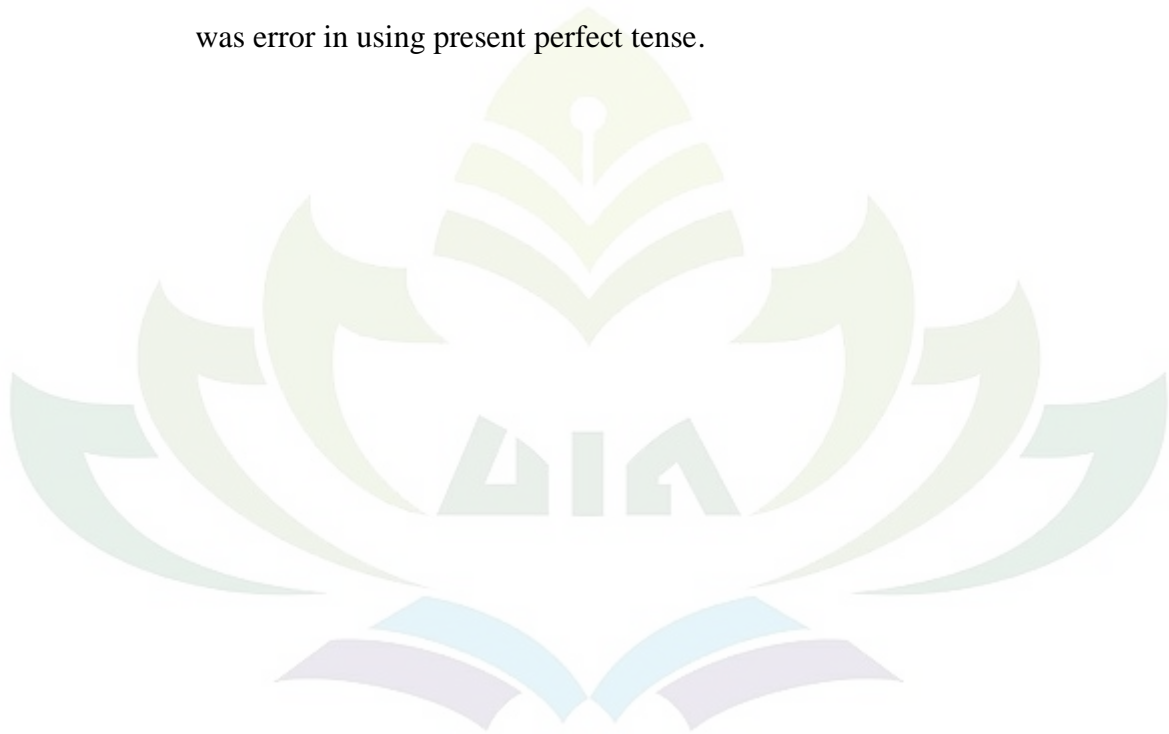
¹⁶ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p.43.

¹⁷ Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis 3rd Edition*, p.249.

3. Conclusion Drawing/Verification

The last step was drawing conclusion. Miles argues, final conclusion may not appear until data collection is over. Depending on the size of the corpus of field notes, the coding, storage and retrieval methods used, the sophistication of the researcher, and any necessary deadlines to be met.¹⁸

In this step, the researcher concluded the result of the research that was error in using present perfect tense.



¹⁸ *Ibid*, p.32.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The research conducted on March 19th, 2019. The data gained from the students in making 10 present perfect tense sentences. In collecting the data, this research has chosen twenty six students that was one class at the tenth grade of SMA N 1 Kelumbayan Barat to complete the data. The data were analyzed based on surface strategy taxonomy.

The number of students were 26, but the subject of the research was 25 students, because there was a student absent when documentation has taken. The sentences were made by students. The sentences were about students' experiences or students' activity in their daily live. The incorrect forms in students' sentences were regarded as error. After checking the students' sentences the researcher found that there were 81 items of omission error, 33 items of addition error, 87 items of misinformation error and 14 items of misordering error.

The researcher identified the data that were classified into four types in surface strategy taxonomy. According to Dulay, four types of surface strategy taxonomy as follows omission error (OE), addition error (AE), misinformation error (MFE), and misordering error (MOE).

Below are presented several examples of apparent errors made by the students in making present perfect tense sentences.

a. Omission Error (OE)

Students' Error	Explanations	Corrections
We have <u>pray</u> everyday	The student omitted suffix "ed" after verb <i>pray</i> to be past participle	We have <u>prayed</u> everyday
She has locked ___ door	The student omitted article "the" before word door	She has locked <u>the</u> door
Riyanto has ___ football since morning	The student omitted verb "played" to complete the sentence	Riyanto has <u>played</u> football since morning
I ___ eaten meal	The student omitted auxiliary "have" after subject I	I have eaten meal
Ali has not ___ here since morning	The student omitted "been" in nominal sentence after auxiliary	Ali has not been here since morning
Ratna has gone ___ hospital since morning	The student omitted preposition "to" before word hospital	Ratna has gone ___ hospital since morning

b. Addition Error (AE)

Students' Error	Explanations	Corrections
I have <u>been</u> drunk coffee	Addition of "been", It should be omitted	I have drunk coffee
Have you <u>have</u> slept?	Addition of auxiliary "have" after subject, it should be omitted	Have you slept?
Mrs. Karyanti has taught <u>for</u> since 2018	Addition of "for", it should be omitted	Mrs. Karyanti has taught since 2018
I have been beautif <u>ful</u>	Addition a letter "f" in the word beautiful, it should be omitted	I have been beautiful
Have you read <u>ed</u> my book?	Addition of suffix "ed" in the end of verb read, it should be	Have you read my book?

	ommitted	
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c. Misformation Error (MFE)

Students' Error	Explanations	Corrections
She <u>have</u> bought new bag	The auxiliary "have" should be replaced to has, because the subject is third singular person.	She has bought new bag
I have <u>wear</u> ed tshirt	The word "wear" should be replaced become verb 3, wear is replaced become worn	I have worn tshirt
Agus has <u>drung</u> since morning	The word "drung" should be replaced to drunk	Agus has <u>drunk</u> since morning
Have you gone to <u>leberary</u> ?	The word "leberary" should be replaced to library	Have you gone to library?
<u>Has</u> you slept?	Auxiliary "has" should be replaced to have	Have you slept?

d. Misordering Error (MOE)

Students' Errors	Explanations	Corrections
I have liked <u>colour</u> <u>pink</u>	Incorrect placement, the word "colour" should be placed after "pink"	I have liked pink colour
<u>You have</u> read?	Incorrect placement, the subject "you" should be placed after auxiliary "have"	Have you read?
You have finished <u>well</u> <u>assignment</u>	Incorrect placement, the word "well" should be placed after "assignment"	You have finished assignment well
He has cooked <u>rice</u> <u>fried</u>	Incorrect placement, the word "rice" should be placed after "fried"	He has cooked friedrice
I have bought <u>bag</u> <u>new</u>	Incorrect placement,	I have bought new bag

	the word “bag” should be placed after “new”	
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The researcher counted the percentage of each error that the students committed. The following table is the frequency of students' error based on surface strategy taxonomy.

Table 2
The Proportion of Students' Error in Using Present Perfect Tense

No	Error Types	Frequency of Error	Percentage %
1	Omission	81	37,9 %
2	Addition	33	15,4 %
3	Misformation	87	40,7 %
4	Misordering	13	6 %
Total		214 items	100%

From the table above, the students did 81 items error of omission or 37,9% , 33 items of addition error or 15,4 % , 87 items of misformation error or 40,7% and 13 items of misordering error or 6 %. Based on the data above, it concludes that misformation error is the highest error that was made by the students.

Besides identifying, classifying and analyzing the types of error, the researcher also did interview to further analyze the sources of error that were made by students. The sources of error are some factors that cause the students made error. Richards classifies them into three types, they are interference errors, intralingual errors and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in form of word to word translation and wrong words choice.

The researcher made 5 questions in the interview. The questions related with the Richards' theory and the errors finding. Based on the interview, most of students told that they usually arrange sentences in Indonesian first before English, they argued that it make them easier. The problems showed that some of them translate word by word that was caused the wrong form in English. For example, *bag new*, they used form in Indonesian, in English it should be changed the position, become *new bag*. The next problem ,they used words in their mother tongue when they do not know in English. For example, the word *fisika*, in English it become *physics*. This reasons supported the Richards' theory about interlingual transfer.

Most of students said they know the different from singular plural, the using of auxiliary verb in present perfect tense, irregular and regular verb. But, when the researcher asked them to explain they confused, although some students said they do not know the different and still confuse about them. Furthermore the researcher asked the students about verbs they had made. How they changing verb 1 become verb 3, what they knew the rules or the verb 3 indeed. Some students told that like changing verb 1 become verb 2 in simple past, usually they added –ed after the verb. They imagined the word, then they thought appropriate so they used it. In English the rules do not same in each situation or part of English. Here, the students overgeneralized the rules in changing verb. In English there are regular and irregular, they can not be overgeneralized in how the way they changed. There are verbs in verb 3 do not changing the form, such as put, read etc. There are also change without –

ed but in different form such as *sing-sang-sung*, *learn-learnt-learnt*, *ride-rode ridden*, etc. It related with Richards' theory about overgeneralization.

The next problem came because the students do not know the rules of present perfect tense well. Most of them said they know, when the researcher asked them to give explanation they confused. Some of them could tell the formula of present perfect tense, and another students confused. They told when they know the formula, they confused to apply in sentences. They argued that they confused about the verb. Based on the students' sentence that had been analyzed, they used verb 1 in present perfect tense. They ignore the rules in present perfect tense. For inhibition, the words *wash*, *watch*, etc. It should be became *washed*, *watched*. Clarified with Richards' theory, the students ignorance of the rule restriction in present perfect tense.

When the students got confuse in differ form in English and their mother tongue it became problem. They gave reason that many rules in English, many tenses that made them difficult to obey. They tried to obeyed the rules, although their efforts still error. In present perfect tense, although it has rules, formula, the students still made errors. It showed in their result in making sentences. They did not put the important part of well sentences, such as auxiliary verb, verb 3, even subject. The example in sentence, *I eaten noodle*. Here, the student ommit auxiliary verb *have* after subject. It should be *I have eaten noodle*. It made their sentences error, because it was incomplete to become well form in English. As Richards' theory, incomplete application of rules found in this research.

The less knowledge about characteristics of present perfect tense also became problem. Some students said know the characteristics and another do not know. It related with their ability to differ present perfect tense with other tenses. Double marking often presenced. Some students made wrong form because they do not know the words as the verb, noun or adjective. In interrogative sentence also there a student made error with put auxiliary verb before verb 3, he put auxiliary as question word then put it again before verb 3. Some of them gave *To Be* before verb. It made incorrect form because double verb. For instance, *I have been swept the floor*. The word *been* should be omitted because the word *swept* is a verb. Here, the students did false concept hypothesized as Richards' theory.

In order to provide clear description of the interlingual transfer and intralingual errors, the researcher presented the data sources of error, it can be seen on the table 3.

Table 3
The Proportion of Sources of Error

No	Sources of Error	Frequency	Percentage (%)
1	Interlingual transfer	11	5,5%
2	Overgeneralization	84	42%
3	Incomplete application of rules	56	28%
4	Ignorance of rule restrictions	21	10,5%
5	False concept hypothesized	28	14%
Total		200	100%

From the table above, the students did errors that was caused by interlingual transfer about 11 items or 5,5%. The errors that were caused by

interlingual transfer were indicated by students' structure of word to word translation and wrong words choice. The students did errors that were caused by overgeneralization about 84 items or 42%. The overgeneralization deals with the overgeneralization the verb inflection, present perfect pattern, agreement between subject and verb or auxiliary verb and wrong using of preposition. Incomplete application of rules that students did about 56 items or 28%. The existence of errors indicated incomplete grammatical structure with involve in omission To Be, omission of auxiliary verb, omission of preposition and omission of verb 3.

The ignorance of rule restrictions, the students did 21 items or 10,5%. These errors were indicated by existence of wrong verb after To Be and has/have, and violation in agreement between subject and verb. It showed that the students apply the rules to context where they do not. In term false concept hypothesized, the students did about 28 sources of error or 14%. These errors were merely produced by students who fail to comprehend and distinguish the use present perfect tense. it is due to faulty comprehension of distinction in the target language.

B. Discussion of Finding

In this part, the researcher discussed about the finding of error analysis of students in using present perfect tense of the tenth grade at SMA N 1 Kelumbayan Barat in the academic year of 2018/2019.

The students' test as documentation that was analyzed based on surface strategy taxonomy. The researcher analyzed the data and classified them into types of error. It was found that the highest error made by students based on surface strategy taxonomy was misinformation.

The several examples of types of error made by students in the research. In omission, the students often omit the important parts in the well form. Such as, auxiliary verb have/has, verb 3, preposition, etc. Example in the sentence, *I eaten meal*. The student omitted auxiliary *have* after subject *I*. The correct sentence become *I have eaten meal*.

In addition the students added some items that should not be appeared in well form. For example, *I have been drunk coffee*. The student added *been* before verb 3, it makes double verb. The word *been* should be omitted. The correct sentence become *I have drunk coffee*.

Misinformation error is characterized by using of wrong form of the morpheme or structure. The example of misinformation error found in the research, *She have bought new bag*. The student used wrong auxiliary verb, in this case the subject is the third singular person, the student should use auxiliary *has* after subject *she*. The correct sentence become, *She has bought new bag*.

The last type of error found in this research was misordering. It is the incorrect placement of a morpheme or group of morphemes. For instance, *Rindi has known the answer right*. The student should change the word *right*

before word answer. The correct sentence become, *Rindi has known the right answer.*

Besides the types of error, the researcher sought the source of students' errors that was caused them in committing the errors. The researcher found those sources of error based on Richards', they are interference error, intralingual error and developmental error. The interlingual errors can be seen in forms of word to word translation and wrong words choice. The intralingual transfer are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.

The overgeneralization deals with the overgeneralization the verb inflection, present perfect pattern, agreement between subject and verb or auxiliary verb.

For example :

I have *buyed* new bag. (erroneous)

There is wrong changing of verb 3, the students add -ed after verb buy, in verb 3, buy should be changed become *bought*.

I have bought new bag. (correct)

Incomplete application of rules, the existence of errors were indicated by incomplete grammatical structure which involve in omission of *To be*, omission of auxiliary verb, omission of verb 3 and omission of preposition.

For example :

I have single for 2 years. (erroneous)

The student omitted *been* after *have* in the sentence. Because it was nominal sentence, the student should add *been* after auxiliary verb.

I have been single for 2 years. (correct)

The ignorance of rule restrictions errors were indicated by existence of wrong verb after *To Be* and auxiliary verb and violation in agreement between subject and verb. It showed that students applied the rules to context where they do not. For example :

I have *visit* this museum 3 times

There has omitted *-ed* that should have been the suffix of *visit* in verb 3. It showed that the students applied the rules to context where they do not.

False concept hypothesized, errors are merely produced by students who fail to comprehend and distinguish the use of present perfect tense. It was due to faulty comprehension of distinction in the target language. For example :

I have *been* written. (erroneous)

I have written. (correct)

Double marking happened when two items rather than one are marked for the same feature. It is due to faulty comprehension of distinction in the target language.

In supported with some previous research, the different result of the previous research is the researcher analyzed the sources of error beside analyzed the types of error.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

The purposes of this research were to gain the description of errors in their types based on surface strategy taxonomy and the sources of error based on Richards' theory that were produced by the tenth grade students at SMA N 1 Kelumbayan Barat in the academic year of 2018/2019. Based on the data analysis in chapter IV, the researcher made conclusion about the students' error in using present perfect tense. the conclusions that researcher found in the research are:

1. The types of error that were produced by tenth grade students at the second semester of SMA N 1 Kelumbayan Barat in the academic year of 2018/2019 in using present perfect tense are omission, addition, misformation and misordering.
2. The total numbers of error comitted by students were 214 items. The common error made by students in using peresent perfect tense was misformation error. The proportion (frequency and percentage) based on surface strategy taxonomy:
 - a. The number of omission errors were 81 items (37,9%)
 - b. The number of addition errors were 33 items (15,4%)
 - c. The number of misformation errors were 87 items (40,7%)
 - d. The number of misordering errors were 13 items (6%)

3. The sources of students' error that were produced by the tenth grade students at the second semester of SMA N 1 Kelumbayan Barat in the academic year of 2018/2019 in using present perfect tense are interference errors, intralingual errors and developmental errors. The intralingual errors were shown in using of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in forms of word to word translation and wrong words choice. Based on the result of the research, it found that the greatest source of error were made by students is overgeneralization.

B. Suggestion

The suggestions of this research were as follows:

1. The students
 - a. The researcher expects the students improve their effort in increasing their knowledge in learning English especially in grammar and using present perfect tense.
 - b. The researcher hopes the students will begin using English in their class or other situation in their daily activity, because English has many rules that should be obeyed. With practice the students are expected habitual in using English.
 - c. The students have to can using grammar well. They have to practice through listening, speaking, reading and writing. Because grammar covers four language skills.

2. The English Teacher

By knowing the students' error can give benefits as feedback in teaching and learning process in the classroom because through error analysis the teacher can know the students' progress in learning English. It can be used to evaluate and as consideration to choose the suitable technique to teaching grammar in the future. The teacher must tell to the students about types of error which have made and explain the parts of error based on surface strategy taxonomy. The students may realize what kind of errors they have committed. It may give them motivation in learning English. The teacher also may give remedial session for teaching grammar, especially the errors that most students made.

3. The readers

Grammar is the important part to form a sentence. Someone can't arrange sentence or utterance without mastering grammar. The researcher also hopes this study can give a contribution for readers, especially in English department students who are interested in analyzing error. Furthermore, it is expected for further researcher to conduct similar themes of the study, which not only focuses on grammatical errors, but also other aspects.

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